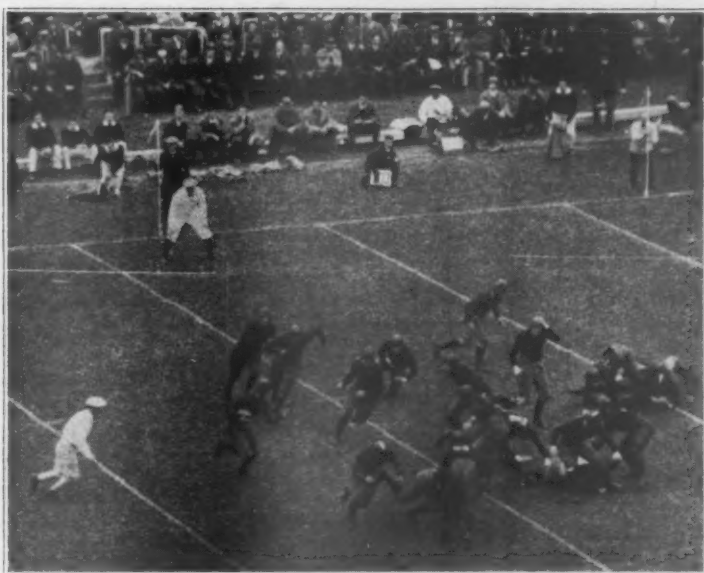


ATHLETIC JOURNAL

VOL. 5, No. 4

DECEMBER, 1924

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ROCK ISLAND, ILLINOIS

ATHLETIC JOURNAL

*A Professional Magazine
for the Coaches of the Country*

John L. Griffith, Editor

VOLUME V

DECEMBER, 1924

NUMBER 4

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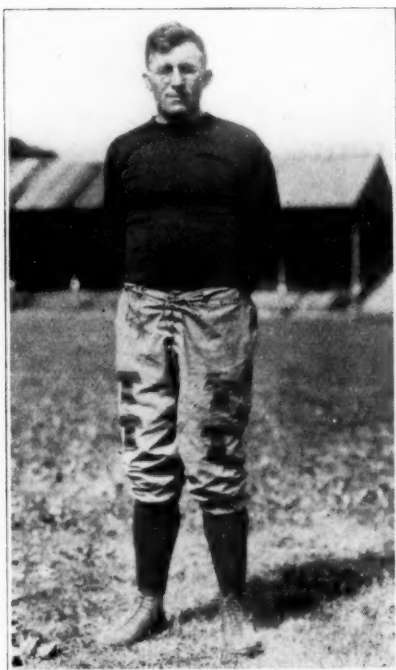
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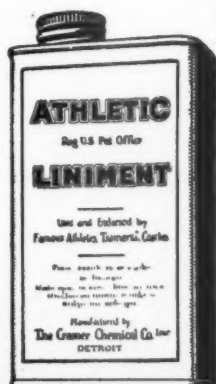
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VOL. 5

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No. 4

THE TREND IN 1924 CONFERENCE FOOTBALL

BY

M. A. KENT

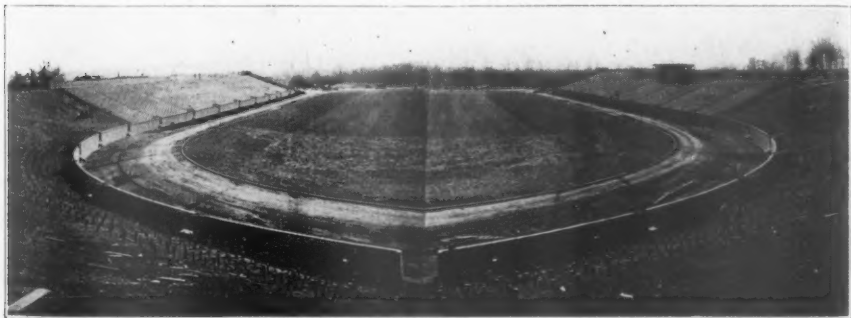
"Morrey" Kent was graduated from the University of Iowa where he competed in football, baseball and basketball. For a number of years he pitched Big League Baseball. He has coached at the University of Iowa, Wisconsin, Iowa State College and Northwestern University. He now serves as head basketball and baseball coach at Northwestern and assistant football coach.—EDITOR'S NOTE.

FOOTBALL in the big ten this year seems to have proceeded along safe and sane lines. No innovation of a unique or startling nature has shown up at the time this article is being written. Coaches, in general, have used their time and energy in developing what is known as sound football. Possibly, under the present rules, there is nothing new of any practical value that remains to be introduced. Also, it is possible that the longer a coach sticks at the game the less he is inclined to risk the hazard of any distinct innovation. The majority of Big Ten coaches are veterans or near veterans. They know what they want and go

after it and keep after it without deviation.

There have been certain trends in offensive football this fall that show what an immediate effect any successfully exploited idea has on the coaches. They see something in the way of football beautifully done by another team—something every coach has already known could and should be done, but which in the tremendous press of developing the entire game of a team has been left in a state of just ordinary perfection.

The Illinois running game with Grange carrying behind grand interference has certainly started other Conference teams to at-



The Purdue Ross-Ade Bowl.

The University of Illinois Memorial Stadium

The above picture shows the Illinois Stadium and the crowd that attended the Michigan-Illinois game. The total paid admission for this game was 66,960. Michigan's share of the receipts totaled \$76,000.

tempt the same feat. More attention towards getting one or two men out of the line and into the interference has been given this fall than for a long time. The extremely difficult task of getting two other linemen directly across the line of scrimmage and hot after the secondary has been tackled with enthusiasm and success. And finally, in connection with this play, clean cut effective open field blocking has been greatly developed. Naturally, speed is the prime requisite for all this, and speed, speed and more speed has been striven for.

This type of play is old as the hills and all teams generally include it in their stuff. Zuppke's teams invariably execute it excellently. Howard Jones with Locke in the back field and Minnick and Meade coming out from the line made it a terror at Iowa. This fall Bahr and Harmeson at Purdue, Baker at Northwestern, Parkins at Iowa, Klee at Ohio and others have utilized fine sweeping interference for many gains. Nothing could have been prettier than the way in which Michigan snapped her interference together for Rockwell, Ste-

ger or Friedman in the Wisconsin game this fall and although it didn't operate so successfully ahead of the runner at that time this detail has been bettered since.

Another offensive method that seems to be getting general is the use of the huddle. As I understand it, Zuppke started the huddle custom several years ago at Illinois. Then Michigan and Iowa took it up. This fall I have seen all the Conference teams play except Iowa and Minnesota and all, as I remember, except Indiana and Wisconsin are using it. It is a safe bet that Iowa under an Illinois game huddles. Chicago has adopted it this fall. Its value is obvious. A team knows absolutely what the play is well ahead of time. There is no uncertainty or hesitation or passes aimed at the wrong man. In the day of the direct pass the centers can bless the huddle. It is also a convenient clearing house of valuable information for the quarterback's ear.

Again, the trend this year is towards simpler offensive shifts. Illinois unbalances her line one man and shifts her backs when

lining up after the huddle and then after another simple lateral shift of two backs they are off. In their game with Purdue, Ohio went to an unbalanced line and a shifted back field formation and started the play. Indiana, early in the season, did the same. Wisconsin and Michigan used this method—both sometimes using an additional back-field hep of one or two men. Michigan has been partial to the balanced line and kick formation. Purdue has stuck to a balanced line and a hep of all four backs and frequently of one or both ends. Chicago has hepped two tackles into the line from back of center at the same time hepping four backs and two ends. This year Chicago has invariably hepped back to a balanced line which is quite different from her former custom. Northwestern has hepped the same men that Chicago has, although in a different fashion. These last two teams have moved more men in their hep than has been customary in the Conference this year. The majority of coaches evidently do not want big line men lumbering around

trying to get the rhythm of a hep—they are even chary of hepping more than one or two backs. They are not trying to dazzle the other fellow—they just want to get at him and lick him in a hurry.

In this connection it seems to me that the balanced line is coming back to favor. At most I have seen only one team unbalance their line more than one man. Coaches apparently have reached the conclusion that a balanced line is easy and sound and that unbalancing one man is the limit. More than that means no play can go back to the weak side successfully and the defensive team can take too much advantage of this fact.

Chicago has done something this season that is very apt to make a distinct impression on next season's game. They have not attempted to use a pass game much and have even limited their attention to the running game. But they have developed to a wonderful degree their attack just off or inside the tackles. Their game with Illinois was a

(Continued on page 52)



The University of Minnesota Stadium.

Pivots, Passes, and Plays in Basket Ball

BY

DR. FORREST C. ALLEN

Dr. Allen graduated from the University of Kansas and then coached in some of the minor colleges with marked success. Later he was invited by his own university to return as Director of Athletics and Basketball Coach. He has the unique record of winning fifteen championships in seventeen years of coaching and of having won forty-nine Missouri Valley Conference victories out of the last fifty-one games played.—EDITOR'S NOTE.



The terminology used in basket ball is not as definitely established as it is in the other major sports. This is due to the youth of this giant indoor game and

to its unprecedented growth, which borders on the phenomenal. The demand for winning coaches has been far greater than the supply; hence many coaches have applied their individual terminology with little thought of standardization. A splendid idea would be to suggest that the National Rules Committee establish a basket ball nomenclature by taking photographs of players in action in the fundamental movements and running these pictures, together with proper nomenclature, as a supplement in the rule book.

One coach's opinion of the execution of pivots and reverses varies so markedly from another's that when articles attempting to describe winning plays are written for the benefit of younger coaches, the full import is not transmitted. This is due to the incoherent stabilization of elemental basket ball terminology.

For instance, one coach believes that the technique of the pivot should be executed by using either a front or rear turn from jump to stop position. In this position both feet of the pivoter should be on a line and about three feet directly in front of

the opponent. The player should be in a half-squat, feet-spread stance. The final turn should then be executed from this spot.

Another coach believes that a dribble should be used as a decoy to lead the defense out of position, and when a pivot is attempted, it should be executed by advancing the thigh and leg of the dribbler to ward off the attacking guard. The pivot should then be made by swinging the free foot around, back, and away from the guard. The weight of the body should rest upon the rear or pivot foot.

And so it goes. One coach's explanation of the pivot differs greatly from another's—not only in correct pivotal form but also in terminology used in such descriptions.

These inconsistencies in basket ball terminology are very confusing to the readers of basket ball articles. Indeed, the result of it all is that many of our younger coaches, with such a lack of assurance of correct terminology, coin their own terms and phrases to suit their own needs. If this practice continues, basket ball nomenclature will become sectionalized, when it should follow the lead of the older sports and become nationalized.

The various names of the shots used in the game are also in need of standardization; but it is perhaps the nomenclature used in pivots, stops, and turns that is most confusing.

The purpose of the pivot is to en-

able the dribbler to introduced himself to the other half of the court; and, successfully executed, is one of the prettiest plays in basket ball. Out of the rapid development in the technique of the game, various and versatile forms of the pivot have evolved. But the pivot should be used only when the forward progress of the offensive advance is checked.

A few general hints on the game and its pivot, if closely followed, will be valuable to the team and to its players when pivoting.

First, a team should be offensive-minded. Not only is the offense the best defense from the standpoint of technique but also from the standpoint of applied psychology. The thought of aggressive invasion carries with it a strong mental punch.

Possession of the ball is the thing desired by all teams, and only through a basic knowledge of the fundamentals of pivots and passes will the team master its plays successfully, and, consequently, retain possession of the ball.

It is assumed that the offense is stronger than the defense because the rules of the game require that the player shall play the *ball* and not the *man*. Inasmuch as the offensive player is protected by this provision of the rules, he can rely upon moving to an unguarded position to receive the pass. Whereupon the passer can pass to an unguarded team mate, who automatically will move again to an open zone.

The crisscross pass (across the open court) style of offense is perhaps the most successful method used to advance the ball goalward. This play combined with the pivot and the back pass enables the offense to penetrate the hitherto impregnable basket area.

Second, among the outstanding principles of elemental pivoting, the following suggestions will prove helpful:

1. Take short, quick, choppy

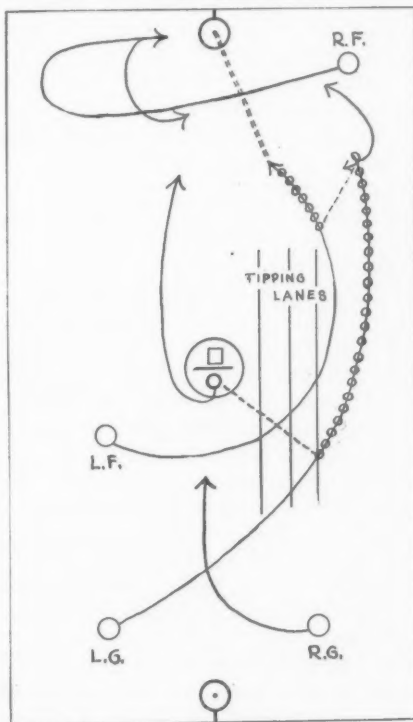
steps, always keeping the feet well under the body.

2. Develop footwork by shadow boxing and practicing change of pace. This skill highly developed in the pivoter will render the heavy, charging guard impotent.

3. Practice using a feint with the ball as the pivot is made. Confidence in this maneuver begets confidence and is transferable to other game activities.

4. Protect the ball at all times by extending the arms forward and out in front of the free leg. The ball will be carried around with the swing of the leg and foot.

5. Carry the body in a crouched position so that it will absorb the physical shock of the opponent without the loss of proper balance.



The dotted lines show where the ball is either batted or passed. The circles show the path of the dribble.

(Continued on page 50)

The Care of the Feet in Basketball

BY

DR. WALTER E. MEANWELL

University of Wisconsin

Dr. Meanwell is unquestionably one of the greatest coaches of basketball in the history of the game. Every coach is familiar with his exceptional record both in the Western and Missouri Valley Conferences. His experience in handling basketball men and his medical training make such articles as the one which follows of exceptional merit. This article will be continued in succeeding numbers of the ATHLETIC JOURNAL.—EDITOR'S NOTE.



Regardless of precautions taken, some feet will blister if the practices have been at all severe in the early season. With proper foot gear, these blisters will always be small and will be filled with clear watery fluid; the so-called "water blisters." In the old days when we played in the hard, thin soled, tennis shoes, large blood-filled blisters covering the entire ball of the foot were often seen, but are the exception now. The preliminary treatment of either kind of blister is practically the same.

First wash the blister thoroughly with soap suds. Then wet a piece of absorbent cotton with a solution of $2\frac{1}{2}$ per cent phenol (carbolic acid) and lay it over the blister. Phenol solution is a good antiseptic and it also possesses the additional advantage of anesthetic action on the skin, which deadens its sensitiveness. While on the subject of antiseptics, do not employ tincture of iodine on blisters. If iodine gains entrance to the delicate and sensitive layers of skin lying immediately beneath the blister, it will cause intense and unnecessary pain and also result in destruction of these layers. I should say that on the whole, as many feet are injured by the improper use of tincture of iodine as are benefited by it. The use of tincture of iodine on large areas of skin is not without

danger in itself. Certain individuals react peculiarly to the drug and present alarming symptoms following its application. It should never be used on large floor burns on the knees or on fresh blisters which have been opened.

After the cotton wet with phenol has been on the blister for about three minutes, the skin will be clean enough to open and also so numbed that a needle will not cause pain. Have at hand a pair of forceps, artery forceps which cost about 60 cents are very useful, for holding the needles and pieces of cotton. Place the needle in the forceps and then sterilize it—either by holding the point in the flame of a match or by letting it lay for a short time in strong phenol. The point of the needle should not be handled thereafter in any way. Hands will always convey contamination. Open the blister with the needle, in two places at its base, pushing the needle through at a point where the good skin and the loose, raised skin meet. Enlarge the holes to about the size of a pin head to prevent them becoming sealed up again. Express all the fluid out of the blister, place a small piece of clean gauze over it, and then tape it down tightly. Keep clean gauze over the blister and adhesive tape over that, until the loose layers of skin dry out. These may be removed gradually, the underlying layers of the skin having had time in which to dry out and become thickened. Usually the player may continue in practice, each time ap-

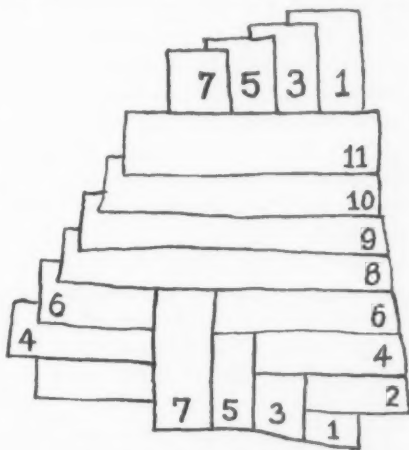
plying tape and gauze afresh after bathing. A felt corn circle worn over the area will prevent pressure upon it while walking.

If the blister becomes infected, as frequently happens, the situation becomes sufficiently serious to require immediate and proper attention. The foot becomes sorer and more painful. The blister usually becomes white and apparently thicker, due to the pus that accumulates within it. The boy complains of "kernels" in the crease or fold of skin at the groin, though he frequently attributes them to strain and not to the true cause. These kernels may or may not be painful. They feel like large peas to the touch and are sore on pressure. These enlarged points are lymphatic glands which are being affected and inflamed by the poisons generated in the foot. They are a certain and never to be neglected sign of danger. I have collected quite a number of newspaper notices of serious results to players, even to the loss of life and limb, due to infected blisters. President Coolidge's young son died recently as a result of such an infection. This reference may more concretely attach the danger to this often neglected condition.

An infected blister on the foot is always a wound for a competent physician to attend, rather than for a coach or trainer, because not one, but several different types of infection may be the cause of the symptoms. Only a medically trained man can correctly differentiate at an early enough time between these types of infections. Some need only to be opened and washed out to secure good results. Others again, though fortunately the smaller number by far, are of much more serious character and require expert medical care to prevent serious results. The difficulty lies in determining which of the two a case may be, so that much depends upon the horse sense of the coach or trainer. A case that

does not clear up quickly under his care should be sent to the doctor. One in which the glands in the groin, previously described, are swollen, or in which a red streak follows the course of a vessel up the leg, is a medical case where there is danger.

Our athletic tradition and our custom is to make light of injuries. It is considered "game" for a boy to play when physically unfit and a sign of the "he man" to ignore conditions which would send the non-athlete to a physician. Because of this and of the urgent pressure of actual coaching duties, the coach is often neglectful of other than immediately crippling injuries. The highly developed powers of resistance in healthy, athletic youngsters enables them to withstand this neglect usually, though the excep-



The Gibney tape bandage.

tional case which goes on to a disastrous ending is sufficiently frequent to impress the necessity of a conscience in the matter on the part of the coach and a realization of his undoubted responsibility. To summarize, then, a blister beneath which there is fluid, which feels soft to the touch and which usually, though not always, is white in color and with an area of redness surrounding

(Continued on page 46)

BASKETBALL OFFENSE

BY

E. J. MATHER

Mr. Mather graduated from Lake Forest University where for four years he was a member of the football, baseball and basketball teams. He coached at Kalamazoo College and from there went to the University of Michigan where he is head basketball coach and assistant in football. Under Mr. Mather's coaching the University of Michigan basketball team has each year been a championship contender.—EDITOR'S NOTE.



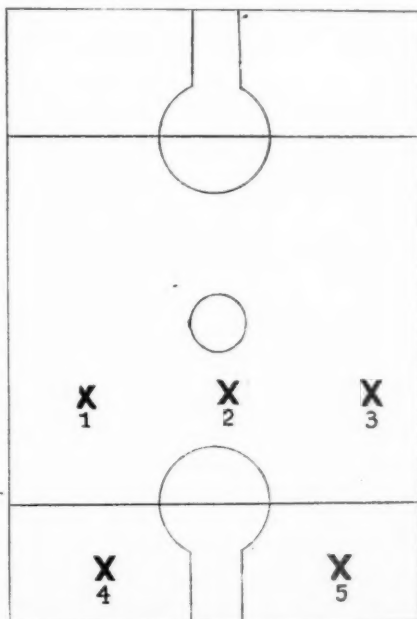
The question that the coach must decide in his offensive play is this: Shall my team try to get their offense started before the other team can get their defense set or shall they try to work the ball to the basket by a certain set of plays after the defense is set? Of course, when a team has the ball out of bounds under their opponent's baskets they must have certain plays to bring the ball through the other defense.

Now if the team is to try to get their offense started before the other team gets set, the first essential to be emphasized is the speed with which they start the play or in other words the "break." Beat the other team to it. This demands a well formed plan and one that can be executed and must be executed with a great deal of speed. Difficult to teach is the "break" but it is a fundamental that can not be too strongly emphasized.

Diagram I & II

Now suppose a team is using a three and two style of defense. The front line will let two men go through and then pick up the

nearest man to them. In the majority of teams a four man offense is used, consequently the defensive team will have one man loose, a forward, who will be playing one side of the floor around the section between the middle and the seventeen foot line. As soon as the defensive team gets possession of the ball it is whipped to this section and the player is supposed to get it. Immediately the ball is started on its course, the center runs for the middle of the floor and the ball is usually worked down the



Position of men on defense.

floor with the two forwards and center handling the ball with short passes. This usually throws three men on to the back-guard, who is then put in a very difficult situation and has his work cut out if he can keep the other team from scoring or can hold the play up until his teammates get back to help him. As the play sweeps down the floor and comes near the scoring end of the floor, the forwards cut toward the goal instead of working the side lines.

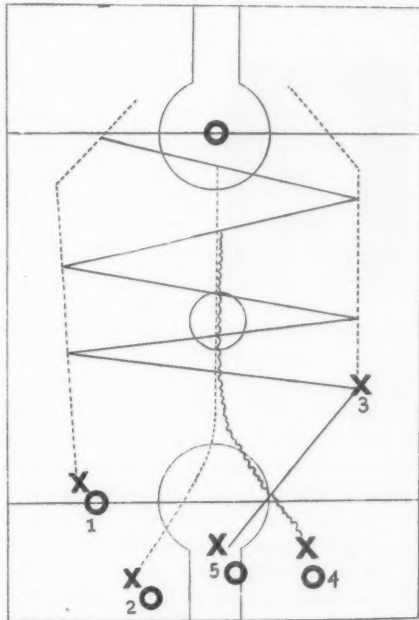
In the above system of offense the running guard is sometimes used as a trailer and if the opposing standing or back guard is an exceptionally good man in holding up the play, this trailer can be used to a good advantage.

This style of play was used by a good many teams that were entered in the National Interscholastic Tournament at Chicago University last spring.

Another plan is as follows: The same style of defense is used, viz., the three and two defense, the same idea being to let the two men through and then pick up the nearest man. This frees one defensive man, who as soon as the ball has passed him, goes to his scoring end of the floor and works the side lines. As soon as his team mates obtain possession of the ball, they feed the ball to him by a long high pass or by a long bounce pass as he breaks up the floor toward them. The player breaking out toward the ball must have the ability to time his play, which must be one of his greatest assets. Now every basketball player does not possess this qualification. This man who breaks down the floor ahead of the play must be able to pivot better than the average player and must be able to diagnose the other team's

style of defense. This player is the keynote of the offensive play and a great deal of time must be spent on developing him.

It can be readily seen that a long pass will put the ball down the floor ahead of the other team's defense. As soon as this long pass is made the offensive team break down the floor at break neck speed in order to be in position to receive a return pass from the man in their scoring end of the floor. They can either crisscross in order to



Defensive men starting their offense.

throw the one defensive man off or they can go straight in for a return pass. Of course I realize that there will be an opponent trying to break up this long pass at the start of the play but the man to whom the pass is to be made has an advantage over his opponent inasmuch as should his guard play with him and the latter obtains possession of the ball a quick pivot will practically give

(Continued on page 48)

Routine Practice for Teaching High School Boys How to Handle a Basket Ball

BY

H. A. HUNTER

Mr. Hunter graduated from the University of California in 1917. When at California he had the opportunity of studying football under Andy Smith and track under Walter Christy. He served two years in the world war and then became Athletic Director at Mount Diablo Union High School, Concord, California. In the four years at Mount Diablo his major sports teams won nine out of a possible thirteen championships and were never below second place. He is now Principal of the Union High School at Kelseyville, California.—EDITOR'S NOTE.



In coaching a high school basket ball squad an immense amount of drill on handling the ball will be found necessary. It is the aim of this article to give

formations to coaches who may use them or modifications of them in handling large squads of green material. It offers a manner of teaching correct technique and of eradicating bad habits which many boys will be found to have picked up. By means of this scheme a squad of twenty to thirty boys may be handled with comparative ease, although of course a squad of ten to fifteen is better. The following explanation will apply to the outline of exercises.

I. The idea here is to teach the boys to throw and catch a ball while standing still.

a. Line the boys up about twelve feet apart facing each other. Pass the ball between the men, using four or five balls so that a number of boys can play. In all these exercises have at least four available balls.

b, c. Use the same formation as in a to teach other passes. The work may be made more interesting by having the squad pass against

time or by having one hundred passes made in competition.

d. Have the boys form a circle and pass the balls around, first in one direction, then in another. Variation may be introduced by having the boys count off by twos, threes, or fours, and then relay the ball around, ones to ones, twos to twos, etc.

II. When some ability is gained in the circle practice, the boys may trot around, keeping their distances, passing the ball backwards or forwards as the coach may direct. It will be found that they will handle the ball very badly at first. Eliminate those that are inattentive right here—it will be easy to detect the inert. In d, line the boys up as in the stationary work in Diagram I.

1 passes to 2, 2 starts as 1 starts his pass, meeting it on the run, 2 immediately passes to 3, who meets it on the run, 3 passes to 4, etc. One ball will keep six boys busy. Insist that the boys do not start until the ball is caught by the boy who is to

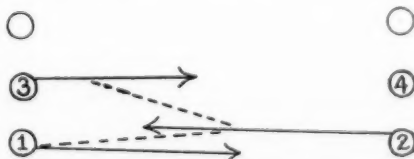


DIAGRAM I

pass and that the lines be kept even.

For the concentric circle work have some boys form a small circle with twice as many boys in a larger circle outside, thus:

First have a few balls passed from one circle to the other, the balls rotating around the two circles, as in Diagram 2. After some proficiency

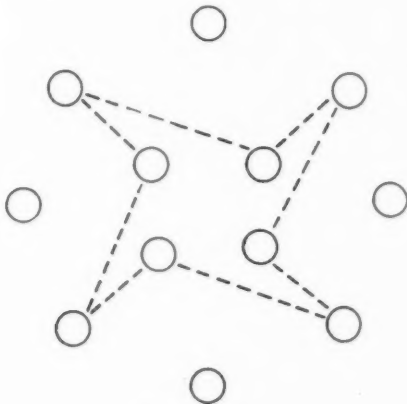


DIAGRAM 2

is obtained, have one circle rotate slowly one way, the other the other, the balls being passed back and forth as the men run. This is excellent practice if the boys keep their wits about them and skip an occasional man who happens to have his hands occupied or is too far ahead for a pass.

III. I believe all boys should know how to dribble, consequently I drill all my squad on it, even though we rarely use it in a game. First, the coach must show them the technique he wants used, push the

ball, slant it out, keep it low and go fast. Then line up the squads at each end of the court, Diagram 3.

The ball should be relayed from end to end, first, with the right hand only, then the left only, then with alternate hands. Once the men have learned how to dribble, the squads may be lined up on the sides of the court, as shown in Diagram 4.

They should dribble as indicated, shooting for each basket and then back to the next team mate. This method is better than having the boys stationed under the baskets, as it clears the floor. Insist that the ball be dribbled back to the team mate and not thrown. Finally the coach may have the boys run dribble relays through various obstacles on the court for additional skill in dribbling. Likewise, it is worth while to give the boys some drill in dribbling with eyes elsewhere than on the ball.

IV. For all work of advancing the ball down the court, assemble the squads at one end and let them work the ball down as indicated by the coach, by twos, threes, fours, etc., without guards at first and then with guards. Then roll the ball back and immediately start the next groups (do not allow the ball to be thrown back as some one will get an injured face). Have boys who have gone down walk back off the court.

V. The coach should demonstrate the way he wants his shots made, how to hold the ball, let loose with the finger tips last, etc., and allow

(Continued on page 16)

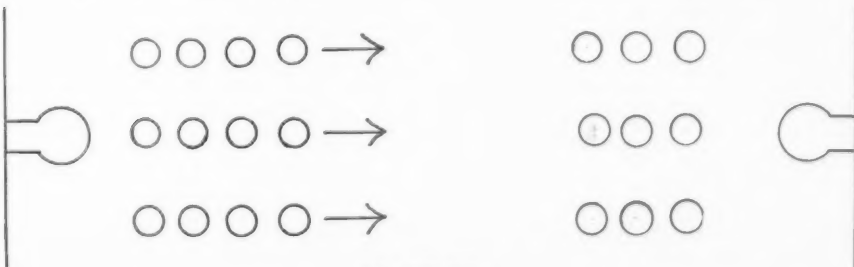


DIAGRAM 3

ATHLETIC JOURNAL

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John L. Griffith, Editor

IS THE PRACTICE OF DEVELOPING CHAMPIONS COMPATIBLE WITH THE EDUCATIONAL IDEAL?

Certain educators decry the fact that the tendency of American athletics is to develop a few outstanding athletes and suggest that pedagogically this practice is unsound and should be discontinued. This complaint is interesting when viewed in the light of what is being done in other phases of educational work. This is an age of specialization. The boy in college is urged to elect his major and minor and to specialize in certain subjects. The men who succeed in certain branches are urged to specialize further and to aim for the Ph.D. degree or they are advised to specialize in some profession or another. Here too in the professional schools specialization is the watch-word and most of our physicians of today are specialists. The old fashioned country doctor is passe.

In the universities head professors for the most part devote their time to the upper classmen and post graduate students. These men may be likened to the head coaches in football and the rank and file of the students receive instruction from the assistant professors. This situation is paralleled in the athletic department. The head coaches devote the major part of their time to instructing the athletic stars while the assistants are given the responsibility of handling the required and formal work and in conducting intramural athletics.

Perhaps it would be better if our freshmen were to be coached by the heads of departments and the graduate students were either neglected or their teaching delegated to the younger instructors. However, very few educators would agree that this practice would bring the best results. It is frequently charged that the students who need athletic instruction the most receive the least. Certainly no one could conscientiously maintain that any student's physical and moral welfare should be neglected by the physical education department. However, until the whole scheme of education is revamped it is not logical for any educator to insist that it is not compatible with the educational ideal for athletic departments to do what they can to make it possible for the athletes to approximate their best.

GOOD LOSERS

"Good Losers I Have Known" is the subject of a very interesting article by Edgar A. Guest in the December number of the *American Magazine*. Among other things Mr. Guest suggests:

"It is the good losers that make successes of themselves and of their lives. It is the good losers that make true friends and kind and helpful

neighbors. It is the good losers that build the nation, fight its wars, and support its institutions.

"The bad loser is the country's spoiled child. He thinks only of himself and of his own comfort."

There can be no question that it is more of a test of character to be a good loser than a poor loser. Uncivilized man knows no law but the law of the jungle. Civilized men think of others besides themselves. The poor loser never blames himself but always blames the other fellow. A good loser is magnanimous in victory and courageous in defeat. When he loses, of course he feels hurt but being a gentleman he knows how to lose with a smile on his face and to disguise his injured feelings. Through the medium of athletic games boys learn how to lose without sulking. This does not necessarily mean that when they have learned that lesson that they do not fight their best or that they try any the less the next time. One of the finest things that has been said about Harold Grange this year has come from several of his opponents to the effect that when Grange tried a play and was tackled hard and thrown for a loss he got up smiling and the next time hit them a little bit harder than before.

At the close of each football season we can look back and see where certain schools have been poor losers in that they have lost and have passed all the blame onto their coaches. In some cases perhaps the coaches were to blame, but seldom is a coach wholly responsible for a season of defeats. Some coaches have shown that they were not big enough to lose football games without whining or blaming the defeats on the officials or others. These men will not last long in the game because the American people admire and respect a good loser and educators know that a great deal of the value of our games is lost if the proper lessons of sportsmanship are not exemplified in school and college athletics.

SELF RESTRAINT

Possibly a half a million boys have this fall played football in our schools and colleges. It is hard to estimate how many games have been played or how many million people have witnessed the games but the figures would bulk large if they were to be printed. With all of the intense rivalry over football, with the personal contact feature involved in a game, it is remarkable that there have been so few instances recorded where the officials have been mobbed, where the players have engaged in free-for-all fights and where institutions have become involved in heated controversies and severed athletic relationships. In other words, as a people we have manifested self-restraint at our games and possibly we can go farther and suggest that our games are valuable because they teach the necessity and value of self-restraint.

While formerly it was customary for people to blame football when disgraceful incidents occurred, today we are beginning to realize that football is just as good as the men who administer it and the boys who play it. In other words, if it is properly administered it has tremendous possibilities for good in that the game may be used as a means of teaching a number of things that are eminently worth while, while if the game is improperly handled and the boys are taught the wrong lessons harm may come from it. Let us stop blaming the sport when things do not go right but rather place the blame on those who are responsible for its conduct.

Routine Practice for Teaching High School Boys

(Continued from page 13)

considerable practice with the shooter standing still. He should then line them up in an arc out as far as desired, use two balls, let one man shoot, chase the ball and pass it out to some one else. Personally I prefer the close chest shot for close work and I allow more latitude on farther out shooting. Considerable time should be spent on shooting rebounds. Show the men how to leap high in the air, catch the ball and shoot it again, before coming down. This is easy if timed right and is better than stopping the ball back. Rebounds may be caught more readily if the shooter comes in within twelve feet and watches the ball hit the ring or board and then goes for it. Shooting may be made more interesting if some sort of a contest is held, viz., allow two points for each shot and two for each rebound. Have the men shoot until some one gets twenty from a particular distance, then change the distance and repeat. I find that by using three balls and using three boys in each

group, each one shooting ten shots from a particular spot, that eighteen boys may get a lot of practice and fun on one court. Let each group work independently.

VI. It is usually hard to keep high school boys from shooting flat footed, they seem unable to get into the air. The way I do it is to have each boy learn which is his take-off foot by making a little broad jump, then I teach him to spring from it when shooting. This is a new co-ordination that will have to be learned. Teach them to jump high for the ball, come down on one foot, take a step with the jumping foot and spring high from it in shooting. Make the squads line up one behind each other, as shown in Diagram 6. Have the leaders hop on the non-jumping foot, leap high, catch an imaginary ball, come down on the non-jumping foot, take a step with the jumping foot and spring high, simulating a shot. By working each one, slowly at first, then faster, they will soon get the necessary co-ordination. Next line the players up say forty feet out from the basket and pass the ball high so they will get it on the run about the seventeen-foot line. By jumping and stepping, they

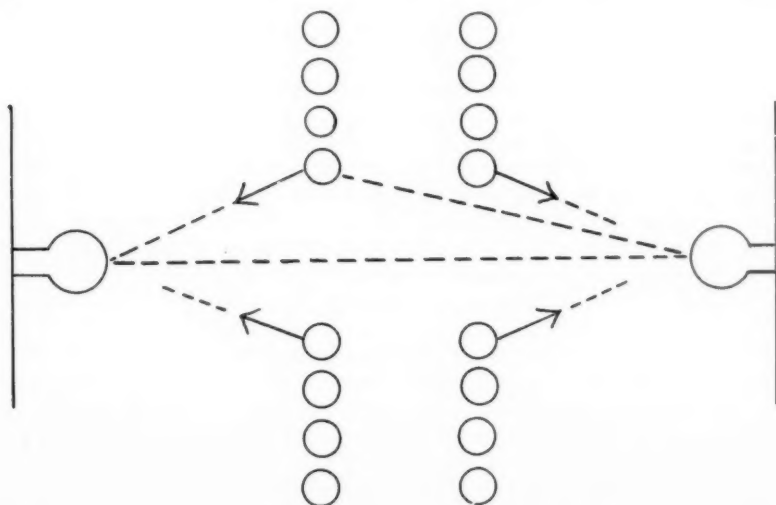


DIAGRAM 4

REVIEW OF FUNDAMENTALS

BY
RALPH JONES

Mr. Jones first coached the Wabash College basketball teams and then accepted the position of basketball coach at Purdue University where his success attracted the attention of the athletic directors of the Western Conference. From Purdue he went to the University of Illinois where he coached varsity basketball and freshman football and baseball for eight years. He is now Director of Athletics and Athletic Coach at Lake Forest Academy. Mr. Jones' basketball articles in last year's JOURNAL were popular with the basketball coaches and we are pleased to announce that he will contribute a series of articles again this year.—EDITOR'S NOTE.



Work on fundamentals such as goal-throwing, passing, pivots, stops, etc., is always in order. If you have the best system in the world but your

men are poor shots, fumble the ball, make bad passes and are not clever at getting away from their opponents what will they accomplish against a good team?

The important thing is to get your mind made up as to the essential fundamentals and then drill on them until each man is thoroughly familiar with them. The best way to teach fundamentals is to demonstrate the details slowly. If you cannot execute the fundamentals well, don't give yourself a "black eye" by trying but use a player who is clever at the particular thing you are teaching.

Cut your squad to twelve or fourteen men as soon as possible. If you have a large squad it will be impossible to give each individual much attention. You are now ready to make your practice in fundamentals as near like game conditions as possible. As soon as you are familiar with the abilities of your men you should decide upon the type of play they are best fitted for and use parts of

your offense and defense in practicing fundamentals. The successful coach depends upon a few plays that are strong fundamentally and not upon frills.

You should consider your plays to carry the ball down the floor, as the body or trunk of your system and plays from center or held balls and from out of bounds or after missed foul shots as the legs and arms.

Develop the body first. Don't have too many combinations. Two or three plays with different endings are enough for any team. Don't put all your eggs in one basket. For example: Don't depend upon your floor guard dribbling down every time and then starting your team work when he reaches the middle of the floor. Some team might object to it.

Get the ball away from the opponents basket as fast as possible, without sacrificing accuracy, by a fast dribble, a pass out for some distance or a long pass down the floor to a man meeting the ball. The practice of holding the ball or passing it around close to the opponents basket is like that of a football team trying double passes inside their ten yard line.

Three or four plays from center which you can work even if your center cannot control the ball and which will leave you in good de-

fensive position if you don't get the ball are best.

A great deal of time should be spent in teaching the men how to time and get the ball at center. Plays from held balls in the defensive territory should be exceptionally strong defensively, if not so strong defensively when the ball is near the middle of the floor and strong offensively around your own basket. On out of bounds plays, the offense and defense should be figured, about the same as on your held ball plays. Unless you have an old experienced team your plays from center on held balls, out of bounds and plays after missed fouls should fit right in with your floor system.

Don't spend all of your time on offense; you are getting ready to beat the good teams. Big scores are bad for any team. A lot of teams look great against weak opponents early in the season because they have been putting in most of their time on offense. But they generally wake up some morning with a bad taste in their mouths and suddenly realize that they had no defense the night before.

A good offense is a good defense—but the other fellow may get the ball. A hard defense will often demoralize the opponents causing them to throw their team work to the winds and play as individuals. When this happens the sooner the game is over the better it is for the team in question.

Offense and defense are closely inter-woven and the style of your defense depends a great deal upon your style of offense or vice versa. A team plays as it practices. If the practice is slow the men will play slowly in the game or if they try to speed up they will become inaccurate, which eventually means going to pieces. At first,

work for accuracy should be stressed. As the men improve in their passing, goal throwing, etc. begin cutting down the length of your scrimmage practice and work for speed.

After the first practice period do a lot of individual coaching. Get a man off by himself and explain just what you expect of him. Explain his weaknesses and also encourage him by pointing out some of the things he is doing well.

Be sure that every man on the squad thoroughly understands both the system on offense and defense. After you get things going in good shape have a regular game of at least fifteen minute halves between your first and second team every week. Have fouls called and the score kept and don't do any coaching other than that of pointing out the mistakes between halves and after the game. Handicap the first team by giving the second team a certain number of points. Another good way to handicap them is not to let the first team throw goals the first five minutes of each half, but have them play hard defensively and when they get the ball work it to their basket and keep passing it in this territory. This is excellent defensive practice as well as great offensive practice especially in developing your team work around your basket. Develop team spirit and pride in the team. Be punctual yourself and demand it of each man. Be strict and just if you want to gain the confidence of your men. Treat all men the same. Every man on the squad has a right to the same treatment accorded the star. No man is good enough to be kept on the squad if he causes dissension. The practice of kidding and playing jokes on one another will lead to trouble.

(Continued on page 49)

A Year's Course in Physical Training for High School and College

BY

ROBERT NOHR, JR.

Mr. Nohr was graduated from the Normal College of Physical Education of the American Gymnastics Union in 1913. He was Supervisor of Physical Education and Recreation in the public schools of Richmond, Indiana, from 1913-17. He was Director of Physical Education in the public school of Gary, Indiana, in 1918 and has been instructor in educational gymnastics, applied anatomy and physiology of exercise in the school of physical education in the State Normal College, LaCrosse, Wisconsin, from 1918 to the present. Mr. Nohr's program will be continued in subsequent issues of the JOURNAL throughout the year.—EDITOR'S NOTE.



If the instructor finds that some of the exercises are too difficult for some of his classes, he should split up the elements of the exercise and practice them as separate exercises. Then when the co-ordinations are learned, he can combine these elements. In fact, he might follow this method in presenting all new work as this is considered good teaching.

Care should be taken to use the proper rhythm for the different exercises in the formal drill work. The flexions and extensions are rapid. The larger movements of the trunk and the large transferences of weight should be taken slowly.

The instructor when he has enough material at hand to choose from, should try and formulate lesson plans of his own by following the general procedure as given in these lessons. Planning your own work certainly improves your teaching.

LESSON V

Tactics.

1. Instead of marching the long flank rank about the space and fac-

ing successively at some corner to form a body of ranks of fours, the following method may be used to save time:

a. Form a long front rank.

b. Count off. Command. "By fours beginning R—count off." Beginning with the right leader, the head may be turned to the left neighbor as each member counts; or, all members on the command "count off," may turn the head to the right waiting for the number and turn front as they count. An even cadence should be used in counting. The class is now divided into a front line of fours.

c. "Ranks quarter wheel R. (L.) and forward about the space—March."

2. Half wheeling of the front ranks of fours. Command: "half wheel L. (R.)—march." The execution is similar to the quarter wheeling but the ranks describe an arc of 180 degrees. The activity should take seven steps and a closing step. Teach at first while in the stand. Later, while marching in place and then while marching about the gymnasium in a column of fours or across the floor in a front line.

3. Running. The spiral. Command: "Spiral L. (R.)—run." The leader will lead the class to a circle and then gradually wind toward the

center. Counter command: "Outward—run." The leader will counter run outward. When the movement is finished, give the command, "Straight away—run."

4. Review. See note Lesson IV.

Wands

After the class has formed in a body of front ranks of fours in open order, one member of each rank is delegated to get wands for each member in his rank. The wand is carried vertically at the R. side, the whole hand over the lower end with the fore finger on the tip. The body is at the position of "attention." The wand is also carried in this position while marching.

Before beginning any exercises, the wand must be lowered horizontally in front of thighs.



Bending knees deep and raising wand vertically in front.

Command: "Wand in front—lower—1-2." On the count 1, raise the L. arm sideward and overhead, grasping the wand. On the count 2, lower it in front of thighs. The wand is now grasped firmly with the upper grip a few inches from the ends.

In all wand exercises, the grasp should be firm and the instructor should keep in mind that the primary use of all hand apparatus is to offer resistance in exercise.

1. Jump to a side-stride-stand and swing arms fore-upward—1. Lower on the shoulders—2. Return—3-4.

2. Bend knees deep and raise the wand vertically in front L. hand high—1. Return—2. Same R.—3-4. Arms remain straight and the trunk erect. (See illustration.)

3. To a side-stride-stand—jump. Raise arms fore-upward and lower behind shoulders—1. Bend upper



Bending upper trunk backward and raising wand upward.

trunk backward and stretch arms upward—2. Return—3-4. In position—jump.

Execute slowly and firmly for postural effect. Limit movement to the upper spine. (See illustration.)

4. Wand on the shoulder—place. Raise L. leg backward—1. Lower trunk half backward—2. Return—3-4. Same R. Executed on command only to develop balance. Wand fore-downward—lower.

5. Stride L. sideward and swing arms fore-upward—1. Bend trunk fore-downward and swing wand

horizontally between legs, L. hand backward—2. Return—3-4. Same R.—5-8. The legs should remain straight in the stride and during the trunk bending.

6. Lunge L. sideward and raise the wand horizontally at L. shoulder—1. Lower arms and swing to a position horizontally at R. shoulder—2. Return—3-4. Same R.—5-8. The L. arm is raised sideward and the R. hand at the L. shoulder elbow horizontal.



Lunging L. sideward with bending trunk L. and raising wand vertically upward at R. shoulder.

7. To a side-stride-stand—jump. Bend trunk L. and raise wand vertically upward at R. shoulder—1. Return—2. Same R.—3-4.

To position—jump. The wand is held close to the head, elbow horizontal. (See illustration.)

8. Arms for thrust—bend. (Wand in front of shoulders. See illustration.) Jump to a side-stride stand and thrust arms forward—1. Return—2. Jump and thrust upward—3. Return—4. Rapid rhythm. Arms—lower.

9. Raise arms slowly fore-upward and inhale. Exhale. Repeat.

APPARATUS

Activity.

Hip pull-up rearways, knee swing-up frontways and the knee circle

backward on the horizontal bar raised head high.

On the horizontal bar, the body circles about the breadth axis and executes a forward or backward movement depending on the forward or backward movement of the head. Keep the bar clean with fine emery cloth and prevent slipping of hands with magnesia.

Alignment.

Form class in a long front rank facing the apparatus. If the equipment offers more than one bar, divide class in as many divisions, each working on one piece.

A. With an under grip facing the bar:

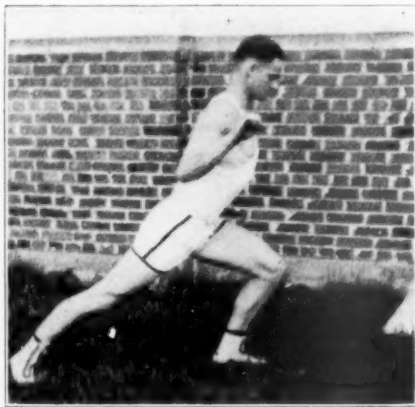
1. Jump to a bent arm hang (chinning) and swing in that position. Jump to a stand.

2. Jump to a bent arm hang and immediately raise legs upward until the hips touch the bar and then turn over backward to a support frontways. Jump backward to a stand. (Keeping the legs straight and flexing the hips will aid in circling the bar.)

3. Same as 2, but with upper grip.

4. Same as 2, but dismount by turning over forward to a stand.

B. Hip pull-up rearways with under grip and:



Fall out L. forward and raising wand in front of chest.

(Continued on page 24)

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1. Swing L. leg over bar outside of L. hand. Drop backward to a hand knee hang. With several preliminary swings, knee swing up forward. (Keep R. leg straight throughout and on the swing-up extend it well backward and arch the body.) Repeat several times. Swing L. leg backward to a support front-ways and turn over forward to a stand.

2. Same R.

3. Same as 1 and 2 but swing L. (R.) leg under L. (R.) hand and knee swing up between hands.

4. Swing L. leg over bar outside of L. hand. Knee circle backward. (Push backward, with the R. leg well extended backward before circling. The bar is in the crotch of the L. knee and the back is well arched.) Same dismount as in 1.

5. Same R.

6. Same as 4, but inside of hands.

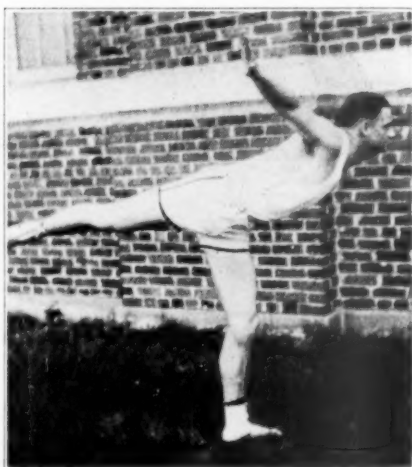
7. Several continuous knee circles outside and inside hands.

GAME

Rider Ball.

The class forms a circle of flank couples. A basketball is used. On

a command the members in the rear (the riders) mount the backs of the members in front (the horses). The riders are to pass the ball around the circle; the horses by jumping and turning try to force the riders to drop the ball. If a rider drops the ball, all riders dismount and run



Raising R. leg backward with lowering trunk forward and raising arms sideward.

away while some horse recovers the ball. Upon recovering the ball, he calls "stop" or "halt." Riders must stop and the man with the ball attempts to hit some rider. If he succeeds, the horses and riders change places. If he misses the same men are again riders.

LESSON VI

Tactics.

1. Forming of rank members in ranks of fours.

a. Changing from front to flank ranks.

Command: "Form in front of L. (R.)—march." On the command "march," the left member marches four steps in place. The 2, 3, and R. end member face $\frac{1}{8}$ turn L. (R.) and march with the proper sized steps in front of the L. member in four steps. The ranks will now be



Stepping L. forward and placing hands in front of shoulders.

in a flank formation. Face L. (R.) and repeat.

Teach at first while in the stand, later in place and then while marching about the space.

b. Changing from flank to front ranks.

Command: "Form L. (R.) of first—march." On the command "march," the first leader of each rank marches four steps in place. The 2, 3, and last member face $\frac{1}{8}$ turn L. (R.) and march with the proper sized steps to a front rank.

2. Facing L. (R.) about while marching forward in a long front rank.

Command: "Left (R.) about—face."

In facing L. about, the command "face" is given as the L. foot strikes the floor. Step R. forward—1. Turn $\frac{1}{2}$ turn L. on the R. foot and immediately step L. forward—2. Continue marching. In facing R. about the command is given as the

R. foot strikes the floor, step L. and turn R.

3. Running. Review.

FREE EXERCISES

1. Arms for thrust—bend. Thrust arms forward—1. Return—2. Thrust sideward—3. Return—4. Thrust upward—5. Return—6.

Arms—lower.

2. Hands on hips—place.

Touch L. toe sideward—1. Lunge L. sideward — 2. Return — 3-4. Same R.—5-8.

Hands—lower.

3. Turn trunk L. and place hands in front of shoulders—1. Bend upper trunk backward and straighten arms sideward palms up —2. Return—3-4. Same R.—5-8. (See illustration).

4. Rise on toes and raise arms fore-upward—1. Bend knees deep and lower arms sideward—2. Return—3-4.

(Continued on page 48)

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IS FOOTBALL IN DANGER ?

BY

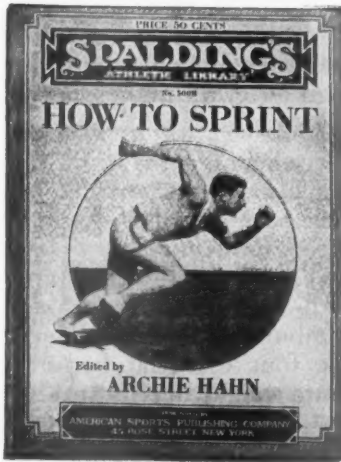
JOHN L. GRIFFITH

Every year as the football season is concluded many articles appear in print expressing alarm concerning the development of football. In the following article an attempt has been made to analyze the situation. If there are evils or dangerous tendencies in our modern football they should be curbed but we should insist that the persons who set about to improve football should be possessed of the facts regarding athletic conditions.—
EDITOR'S NOTE.

Six years ago the armistice was signed and the World War came to an end. From the time of our entrance into the war until November eleventh Nineteen Hundred and Eighteen, the great majority of our people in a thoroughly characteristic American way gave themselves up to the task of winning the war. That was a period in which action and not debate was the watch-word. But when the war was ended we asked ourselves the question, "What are the lessons of the war?" A number of striking truths forced themselves on our consciousness. One of these truths, which considerably startled us when the facts became known, was that nearly half of our boys of military age were defective. Immediately there was a more or less insistent demand that something be done to correct this condition. Many things have been done. Before 1918 eleven states had laws providing for physical education for all school children, today thirty-two states have similar laws; a national bill has just been introduced in Congress providing for the establishment in the Bureau of Education a Division of Physical Education, which proposes to aid the states in the development of their progress of physical education. Many of the cities have made provision for the play activities of the coming generation of young Americans by increasing their ap-

propriations for the recreation departments, by building additional playgrounds and by erecting stadia. The colleges too have profited by the lessons of the war and are increasingly making provision for improved physical education facilities for the student. Many of our colleges have made Physical Education compulsory.

Along with these developments there has also been a remarkable growth in interest in intercollegiate athletics, especially in football. This last season approximately ten thousand schools and colleges placed football teams in the field. These teams played forty or fifty thousand games and probably a half a million boys were trained on the various squads. With the tumult and the shouting still ringing in our ears it is easy to recall the great football stadia filled to overflowing at scores of colleges in all sections of the United States. It is chiefly because football has become so tremendously popular and, further, because it is quite the vogue at present to view with alarm and to challenge all of our institutions that football is being placed on trial. This is no new experience for football, which was tried a generation ago for brutality and found not guilty and a decade ago on the ground that it was debasing the morals of the young. Socrates was tried on a similar charge some centuries ago and forced to drink the poison hem-



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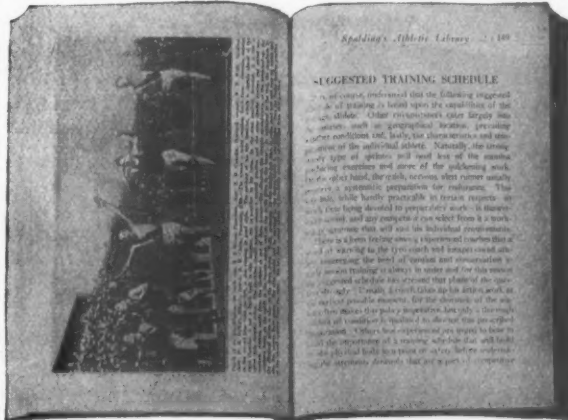
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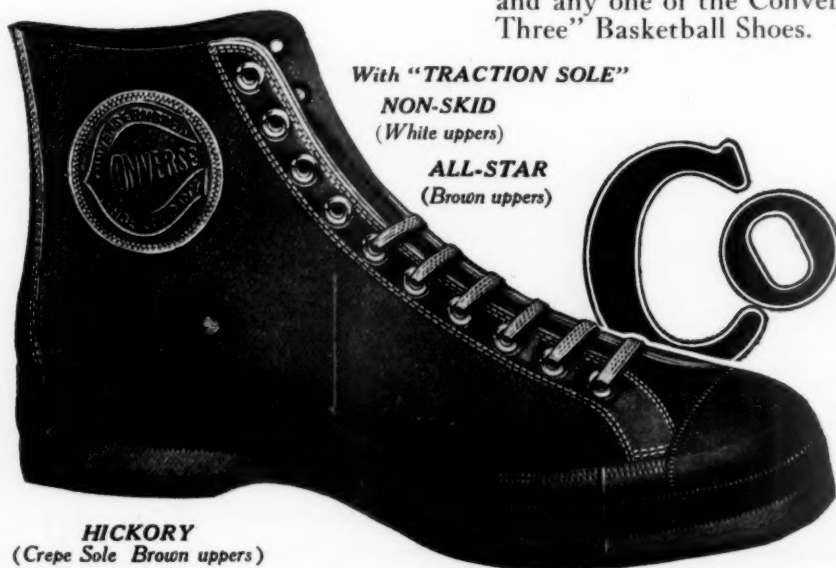
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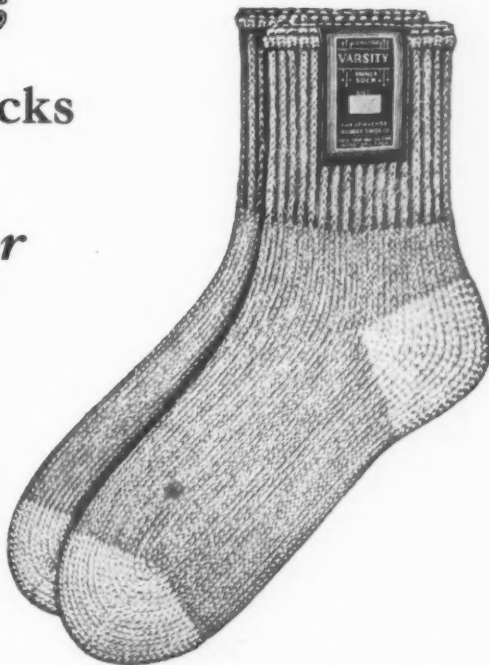
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lock, but football was allowed to live.

The charges which are made against America's fighting game are many; some of them will be herewith discussed and analyzed. In the first place it is said that the game has become too popular; it is attracting too much attention and the students should devote more time to studying the arts and sciences. With this last complaint there can be no argument. Human nature is much the same the world over and it is doubtless true that since the inception of universities students have not pursued their studies with so much diligence as was desired by their professors and we may go further and assert without fear of controversy that the students themselves with but few exceptions will accept the dictum that they might with profit have spent more time in scholastic activities. How intellectualism is to be increased in the universities is, however, another question. There are many who believe that this is to be accomplished by abolishing football. It may be that if football were discontinued in our colleges next fall the students would transfer the enthusiasm that they now manifest over touchdowns to fondness for Greek verbs but anyone who knows American college students will doubt the logic of this argument. In fact, more is usually accomplished by building up than by tearing down. The persons who bewail the fact that the movies are depopulating the churches could not guarantee that every preacher would have an overflow congregation each Sunday if all of the motion picture houses were closed. The great preachers of the day do not talk to empty pews now any more than they did before automotive vehicles took the place of legs. The way to develop literature and

philosophy and science is to *develop* these worthy attributes of learning. It will never be accomplished by abolishing football.

The second indictment maintains that football is a menace because large sums of money taken in at the games enrich the athletic association treasuries. Here again those who are worried over the fact that several million persons this year purchased football tickets when they might have spent their money for art treasures and books delude themselves by reasoning that if these persons had not spent their money for the former they would have purchased the latter. It is seldom maintained that football makes criminals of those who play the game or debauches the spectators. It may then be assumed that it is just a question of whether one utility should be destroyed so that people will make use of some other utility. We will probably get further if we ask what is being done with these vast sums of money which the students, alumni and general public are contributing for the privilege of witnessing the games. This question is not difficult to answer because in the majority of the colleges strict accounting is given for moneys received and the statements are open for public inspection. The fact is that the profits from football are being used to finance the other sports, to help pay the expenses of the physical education department and to make possible field houses, tennis courts, intramural athletics and stadia. One of the greatest mistakes and one very commonly made is that of believing that the coaches are paid fabulous salaries. The other night a number of coaches who are nationally prominent were asked to name the coaches who are known to receive a salary of \$10,000 a year and these men were

unable to name ten men who were in this favored group. The writer has yet to learn of a coach who has amassed enough money by coaching to enable him to retire and live on his income. Dr. Belting discovered that the average salary paid physical education teachers and most of these men were coaches in middle-western high schools was \$1,885 per year. The salary for college coaches is somewhat higher, but the fact remains that in the Western Conference, which boasts of a number of coaches who rank with the best, none of these men receive an income that even approximates that of lawyers or doctors who are at the top of their professions.

The time was when there was a great deal of criticism of football because it was believed that the men who played were thus incapacitated for life either because it was thought that they suffered from broken bones which handi-

capped them or that they injured their hearts. In order to ascertain whether or not this was true questionnaires were sent to several hundred alumni letter men in various universities to determine whether or not they were rejected for military service because of physical defects and if so whether the defects were caused by par-

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ticipation in intercollegiate athletics. Out of one list of five hundred and forty replies it was found that none of the men were rejected because of organic heart trouble and only one or two were rejected for reasons which directly or indirectly could be definitely charged up against athletics of any kind including football.

That football players are failures as students is often stated by critics. Two years ago Paul Rhoton, a graduate student in Pennsylvania State College found that "on the whole, athletes average 5% better when not participating than they do when participating". This difference, of course, is practically negligible. He also found that the football men ranked lower scholastically than the men in the other sports at Pennsylvania State. At Michigan the following report was given for the year 1920-21 for fraternity men; varsity athletes and other athletes who did not make the varsity squads:

General average of all fraternities	72
Average of athletes.....	74½
Average of varsity athletes..	76

Mr. Rhoton concludes his study in these words, "The situation is surely not a very serious one when the football men in a typical 'football school' with a nationally famous coach and all modern conveniences maintain an average throughout their last three years in college only 1.5% less than the institutions minimum requirement for a 'B' grade." A study conducted in a well-known university recently discloses that the earning capacity of alumni letter men is greater than that of alumni Phi Beta Kappa men. While it may be urged that a man's ability to earn money should not be considered as proof of superiority, at least it may be suggested that

participation in athletics did not make the athletes less qualified to earn a living than those who burned the midnight oil.

Because the activities of the varsity teams are followed daily by the sports writers in the metropolitan papers and because the deeds of these men are witnessed by the public, it is sometimes assumed that the other students are neglected. This is not exactly true however. Last year 36,000 men in the ten universities which compose the Western Conference were enrolled in some physical education activity and it must be remembered that physical education courses are compulsory for but comparatively few students in these universities. The "Big Ten" Directors of Athletics encourage all of the men students to participate in intramural or intercollegiate athletics or to enroll in one of the gymnasium classes and should hardly be blamed if some of the men do not take advantage of their opportunities. If any college faculty would have its entire student body trained by the men on the athletic staff, let them require all of the students to enroll for some sport.

The man who attends a great college football game and sees thirty or forty contestants on the field and thirty or forty thousand spectators in the stands is quite likely to assume that the only men in the competing colleges who are given athletic training of any kind are these players who are very much in the limelight, and he then reasons that if intercollegiate football were curtailed all of the male students would play the game, and further that if there were no stadia and no great games the vast sums of money now taken in at the gate would be used for the thousands who do not now play on the varsity

teams. These arguments have been advanced by college Presidents who undoubtedly have studied logic; they were found in a magazine article the other day having been proposed by one of the outstanding men in physical education and athletic circles in this country. As regards the first point that competitive athletics are to be blamed for the fact that more men do not engage in physical activities, let us go back to the time when intercollegiate athletics were either very loosely organized or non-existent. A study of this question shows that in those days in ten large universities, at least, very few men engaged in any kind of athletics and that those who did participate in athletic activities were not directed. Students of this question will all agree that organized play conducted under the direction of proper leaders is far better than unorganized play. Be that as it may, the fact is that only a few students took part in athletics before the days of intercollegiate sports. This being true, then it requires a new kind of logic to prove that intercollegiate athletics interfered with the play activities of the thousands who were not members of the varsity teams. To emphasize this point further, intercollegiate football had its inception in the Western Conference in 1890. At that time a very small percentage of the men students were in physical education classes or were systematically taking part in athletics; last year the majority of the men in these universities were enrolled in some physical education activity or another. Thus it will be seen that intramural athletics and the other forms of physical expression have developed along with intercollegiate athletics, and it may be added they have de-



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veloped not in spite of intercollegiate athletics but very largely because of the impetus that the latter has given them. Regarding the other idea, that if football were abolished the vast sums of money that now constitute the football receipts would be expended for tennis courts, playing fields and intramural athletics, let it be said that in few universities is adequate provision made in the Trustees' budget for these items. Therefore, if the revenue from the football games were stopped in a great many institutions the work of the physical education departments would be seriously impaired because as has already been stated the profits from football for the most part now pay not only for football up-keep, but also for the other activities.

Quite naturally instances of extravagance in the matter of buying equipment, and in the employment of assistant coaches may be found in some universities. There have been cases where money has been unwisely used in buying laboratory supplies. Who would suggest, however, that chemistry be stricken from the curriculum because some chemistry professor had perchance purchased more supplies than were needed. Undoubtedly many of our Directors have engaged too many assistant coaches. This, however, is not a serious offense. True the money might have been used to better advantage for other things and it may be that many of our teams are being over-coached. Knute Rockne wins his share of football games year after year at Notre Dame and he has but one paid assistant not only to handle football, but the other sports as well. Rockne believes that if men are given proper instruction along broad lines and then allowed to think for themselves they will not only have been given training

that is pedagogically sound, but that they will play better football than if they are required to depend entirely on the coaches for direction as to what to do under every circumstance. Here is the difference between the German and the American idea of training. The coach who stifles individual initiative on the part of his players will defeat his own ends and thus the problem of how many coaches should be employed for a varsity team will perhaps be answered.

Some have suggested the limitation of competition upon a varsity team to two years or even one year with the thought that thus the benefits of the training would be extended to more participants. While it would be a fine thing if more boys could be given the splendid intensive training that our varsity men now receive it may be questioned whether this same idea on limiting the educational advantages and training that an individual may be given so that more may obtain the same training would be considered pedagogically sound if applied to the field of art or music or even of science. We extol the Phi Beta Kappa man because he has excelled along scholastic lines, and we honor the great artist. Shall there not be a place for the man who exemplifies the finest traditions of the race in physical achievement, especially if he upholds our conceptions of the moral qualities that are demanded by the gentleman's code of ethics—sportsmanship?

Football is now primarily a college game conducted with a regard for amateur principles. So long as it is controlled by the colleges, it is reasonable to expect that a premium will be placed on sportsmanship, unselfishness, loyalty and the many other moral

qualities that are developed by this great game. Let the colleges abandon football and the game will not die. Rather, it will be used by municipal authorities as a means for utilizing the municipal stadia that are now being erected. Further, the professional leagues will gladly take over the sport and our college boys will play on the teams. Of course, if this happens the colleges would have no control over the athletic activities of their own students who might choose to play professional football as a means of paying their way through college. It may be assumed that the educational institutions whose purpose is that of training young men and women for citizenship will set a higher standard for the sports that are conducted on their stadia than will those who are primarily concerned with administering a business for profit.

The college game of football

has a tremendous hold on students, alumni and the general public. We are an athletic people and we think in terms of our sports. If football is properly conducted it serves as a school of good manners and good morals and if it is improperly conducted its values will disappear altogether. The football of today is immeasurably better than the football as it was played a quarter of a century ago. There are many problems connected with the administration of football, but these are not insurmountable obstacles. We must continue to insist that the game be played with a fine

(Continued on page 52)

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THE AMERICAN OLYMPIC RUGBY CHAMPIONSHIP

BY

JOHN O'NEIL

Mr. O'Neil, who learned to play rugby at Santa Clara, and who was one of the prominent players on the American Rugby team, has prepared the following article relative to the American competition in rugby in the Olympic Games. Mr. Jim Fitzpatrick who played on the 1920 team in Antwerp assisted Mr. O'Neil in the preparation of the article. Mr. O'Neil is a college man, an enthusiast over rugby and was one of the men who was chiefly responsible for our success abroad.—EDITOR'S NOTE.

FINAL selection of the American Olympic Rugby Football Team was made the latter part of March, after a series of trials held in San Francisco. On April 2nd the party, comprising Captain Colby, Slater, Graff, Dickson and N. Slater from California, Degroot, Farrish, Rogers, Cashel, Cleveland, Devereaux, Clark, Highland, Patrick and Doe from Stanford University, Williams from Cornell, Valentine from Swarthmore, Manelli, Scholz, Turkington from St. Marys, Cunningham, Muldoon and O'Neil from Santa Clara, the coach—Charles Austin, and Manager—Sam Goodman, entrained on the Overland Limited on the first leg of their trip to the Paris games. The team landed at Devonport, England, on April 19th. On the following day the Yanks played a practice game against the Devonport Services, an army team. The Americans won an easy victory by the one-sided score of 25 to 3. After playing two more practice games against club teams in London, in which every man on the squad was given a work-out, and which afterwards proved a great conditioner for the team, we crossed the channel to France.

The squad reported for practice immediately after their arrival in Paris. For the next two weeks they were put through a series of work-outs that will be long remembered by the members of the 1924 team. We were in the pink of condition when we met the Roumanians on May 11th, in our first Olympic contest.

The game opened with the U. S.

team kicking off. After an exchange of punts the Yanks received possession of the ball. On a beautiful passing rush, in which the ball was handled by eight players, we scored our first touch-down in the Olympic games. There was little doubt that the team from the Balkans was hopelessly outclassed and doomed to a crushing defeat. From that time on the team scored at will against the Roumanians, piling up a score of 37 to 0. However, they proved themselves fearless, savage tacklers, crashing into their rivals according to the best American football methods. The game was marked by the brilliant work of the American back-field men, and the superb punting of our full-back.

The week previous having seen the French register a 67 to 0 victory over the Roumanians, we realized we had much team work to perfect. The entire week was given to team playing, and on the Friday before the final game Coach Austin was satisfied with the condition and team-work displayed by his men. Saturday was a day of rest.

THE FRENCH GAME

The American team took the field with an air of confidence. The French were somewhat nervous. After a few ceremonies the game was on.

The American team chose to kick off. French received and fumbled. After several scrums our left break-away took the ball as it was heeled from the scrum, swerved his way through an open, broken field, and planted the oval behind the French

go-line for the only score in the first half.

The second half started with the Americans dominating the play. They were supreme in physical strength and in speed. The French were weakening. The hard tackling of the Yanks was telling on the French, and was slowing them up. The Yank forwards worked to perfection, holding the ball out when called for, enabling the backs to make spectacular runs, resulting in touchdowns that brought the spectators to their feet time and time again.

When the final whistle sounded, it found the Yanks in the long end with a 17 to 3 score. The world's Rugby title unanimously conceded to France was cleanly and decisively won by America.

After the game ended Old Glory was hoisted to the breeze. The

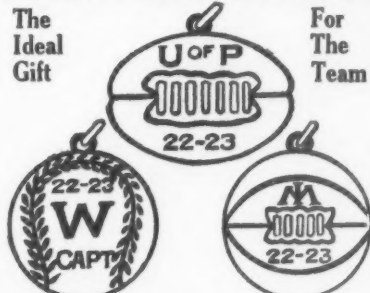
band played "The Star Spangled Banner," signifying America's first triumph in the 1924 Olympic games.

Our one regret is the American

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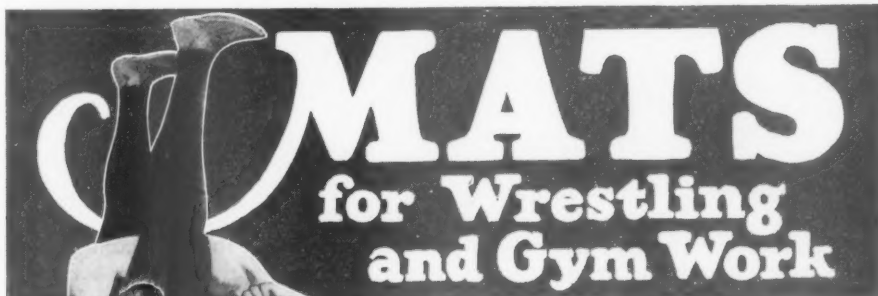
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concept of the game. The average American sport lover either confuses the game with soccer, or failing in this, believes it to be the bastard growth of our own intercollegiate game with an injection of the principals of soccer. Such an attitude is purely American and therefore provincial.

Rugby is a game ante-dating our own intercollegiate game, preserving all the desirable features of the intercollegiate rules, viz: open field running, spectacular tackling, punting, etc., and while close formations akin to bucking are employed, they are futile and discountenanced because little can be gained offensively by such tactics, as they slow the action and retard scoring, as a touch-down, according to the rules of rugby, must be clean, decisive and open.

Rugby was first introduced in the United States by Leland Stanford University and the University of California in the year 1907, when the American game was at the height of its brutality, when its one great fetish was the glorification of muscle and brute force, when its altar was strength and its sacrifice blood. Hence, the seeds of rugby fell on fertile soil. Though it grew slowly, it grew surely. Still there were many handicaps to overcome. First of all, the public showed its usual animosity when expounding anything foreign. The games were poorly attended by the people, old "grads" were up in arms, docile students refused to engage in the innovation, so that the reception that rugby first received was not greatly unlike the wintry reception that our pilgrim forefathers met when they came to our cold, bleak shores. But the same persistence that characterized our pilgrim forebears likewise characterized the progenitors of rugby in this country. The seed took root, grew and waxed strong. Within two years a team picked from Stanford University

and the University of California was sent to Australia to engage representative teams of the colleges and the counties of that country. The exhibition put up by this aggregation of novices was surprisingly good; a very high attribute to American adaptability, pluck and ingenuity. In some departments of the game they excelled their teachers, especially in tackling and punting. The return of these invaders and the propaganda which they disseminated gave additional impetus to the spread of the game. Each year teams were imported from Australia and New Zealand, or navy teams from visiting ships of the British Battle Fleet engaged our organizations. Toward the last few years of these incursions our teams more than held their own. A perusal of the records show that the teams of California did more than break even with the teams of New Zealand and Australia, which were conceded to be the very best in the world. They defeated ignominiously the best teams of Canada and the British Battle Fleet.

With the palm of victory came the clamor of popular approval. Player and spectator alike deplored the unfortunate events that caused the suspension of the intercollegiate relations between the University of California and Leland Stanford. These untoward circumstances revived the American game in the Golden State. The University of California became isolated. Fitting collegiate opponents could not be found among the followers of rugby, as the game was confined exclusively to California and Nevada. Hence, for the sake of competition the old intercollegiate game was again adopted. The smaller colleges in California soon followed the example of their big brother, spurred on by promises of interstate competition, and little by little the encroachments of American football, aided by the puerile propa-

ganda of nationalism of sport, won the smaller colleges back to its bosom and a new era of sport was born to the Golden West. Thus died rugby. From its ashes rose our own national intercollegiate pastime.

However, death did not come suddenly. The ending was a glorified one. The triumph won on the Olympic fields of Antwerp and Paris bear eloquent testimony to the perfection that the sons of California reached in their adopted pastime. They were masters of the game. They emerged from the Olympic contest with all the laurels of victory, proof not only of the athletic attainments of a nation, but living examples of everything ideal in sportsmanship.

After all, the true value of any contest is determined by the effect it has upon the participant. "The race is not always to the swift." Those qualities that go to make up the gentleman and the sportsman were well illustrated by the American rugby players in their last contest in Paris, when one considers that they were playing before a crowd openly antipathetic, were cursed, spat upon, and hissed at on a field thousands of miles from home, where every condition would engender the baser qualities in man; yet, with all there was not one individual that did not conduct himself as a gentleman, a sportsman, and a paragon of everything best in an American. Truly a tribute to

(Continued on page 44)



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CHATS WITH COACHES

The man who is interested in the philosophy of sports will be repaid by reading the editorial "College Sports and Radio" taken from the New York City American of November 14th:

"COLLEGE SPORTS AND RADIO

"One of the unforeseen, but very valuable results of the radio is the broadcasting of athletic sports.

"By taking the gridiron to the four corners of the country the radio has made football a prized sport among millions who formerly thought it merely a bone-breaking institution.

"When it comes by radio, it is in a way more palatable than when you see it. The loud speaker hands it to you with all the cave man taken out, yet all the ruggedness left in, all the sentiment, all the color, all the raw materials necessary to reconstruct the field and stadium and participants.

"The yells, the bands, the college songs, the mounting cheers, the hurried descriptions of the announcer make it a thrilling thing to millions, and those in distant lumber camps, in mountain towns and on far off ships are for the time amid the shouting hosts.

"There is a value in these college sports today far greater than when they merely fed college spirit; the stadium has become the nation and until the final whistle blows the contest is a fountain of youth for everybody.

"Let us give athletic sports their due; let us honor them as soul tonics, as sentiment builders, as givers of wholesome excitement.

"Carried on the four winds as they are now, these sports brush the cob webs of indifference out of life, pin chrysanthemums upon

the lapels of countless fancies and make radiant fans out of drab victims of monotony.

"This is real service—to bring life where there was only existence.

"We used to say unkind things about college sports and in this we were not original, for the ancients have grumbled about them all through the corridors of time.

"We thought these sports merely stood for glorified folly, but the radio has led us to repentance and we take it all back.

"Possibly we were bitter because we were not able to go to college, but now the boundless hospitality of the gridiron has made us all, in spirit, members of the alumni of every university.

"It is not enough to make scholars and ball-bearing brain cells; it is just as important to build manhood and red corpuscles.

"Interest in strong, clean conflict gives a dash of iron to the system that nothing else does and so the football fields of America have become a sort of Plattsburg for the country's spirits."

The following account of an address given by President Norlin contains much food for thought. It is taken from the Boulder, Colorado, News Herald:

"The Ideal of a Sound Mind in a Sound Body

"In our opinion, one of the most thoughtful, helpful addresses that has been given in Boulder for a long time was that given last Saturday at the dedicatory program of the fine new University Gymnasium by President George Norlin.

"Considered one of the country's greatest classical scholars, Doctor Norlin found a basis for that address in the writings of the

first noteworthy publicist of all time—Isocrates, the Greek who lived twenty-four centuries ago, at the age of ninety-seven published a work that has survived even unto this day, and has been trained from boyhood to manhood in a system of athletics of which the famous national meets of Greece were but the crowning glory.

"Isocrates wondered often at those who first established athletic meets and was amazed that they should have thought the powers of men's bodies to be deserving of such great bounties, while to those who trained their minds so as to be able to help their fellowmen they apportioned no reward whatsoever, when in all reason they ought rather to have made provision for the latter. 'For if all the athletes should acquire twice the strength they now possess the world would be no better off; but let a single man

COMPLETE FILE OF THE Athletic Journal 1923-1924

With Articles by

Rockne, Meanwell, Ralph Jones, Archie Hahn, Lewis, Strahan, Jaggard, Grover, Manley, Stafford, Stewart, Majella, Trester, Pritchard, Lipski, Judson, Fletcher, Stroud, Ward, Ferguson, Clevenger, Winters, Wieman, Huebel, Young, Mayser, Rogers, Chandler, Reynolds, Collins, Nicholson, Smith, Novak, Beyer, Luehring, Thomas, Harberman, Allen, Morrison, Hogan and Harmon.

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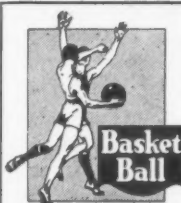
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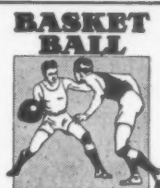
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"How true! The constant use of the automobile keeps too many men and women who need systematic bodily exercise from walking. Effort, labor and time-saving devices in the forward march of science and invention have created a condition not conducive to proper physical development. Physical tests for men entering the army and navy during the war forcefully revealed that fact. In truth, more thought of the body, its protection and development, is a pressing need today in the busy mental life of the world.

If University students seem to be too much concerned over a football or baseball team it is also more soundly true that business and professional men are not sufficiently concerned over the vital

question of sufficient physical exercise for themselves. A student who does not play on a University team does not himself derive the direct benefits of the sport,—but who wants to say that getting out into the open air and rooting for the team is not a healthful thing for both mind and body? Moreover, the aim of modern education is to have every student have some kind of physical training.

"When a business or professional man goes to a football game he lays cares aside, gets mental relaxation and hence physical benefit. Therefore, we can not agree with those carping critics who assert that watching others play football or baseball does the spectator no good. It does do him good! Interest in and support of baseball and football teams is a safety valve for mind and body and a sure sign of that virility which promotes individual desire for physical training.

"Doctor Norlin proclaimed an undeniable truth when he said: 'If our schools and colleges are building gymnasiums and providing playgrounds and making physical education for all a fundamental part of their training, they are but supplying a lack, which if neglected by them as it is neglected by other agencies, would cause civilization itself to collapse upon a crumbling foundation.'

"In the days of long ago when the wants of men were simple because invention had not developed an environment to conspire against the ideal of a sound mind in a sound body, the criticism of the wise Isocrates that too much attention was being paid to and too many honors heaped upon bodily prowess, was justified. But as to the complex civilization of today, Doctor Norlin senses well the danger. Our public schools, colleges and universities must

make physical education for all a fundamental part of their training for if they do not strive to supply it they would be neglecting an imperative something, which, if neglected, would surely bring physical and moral decay and national disintegration.

"As for the needs of today, Doctor Norlin's viewpoint is necessary, not that of Isocrates who lived twenty-four centuries ago."

The Oakland News Enquirer recently printed the following editorial on football:

Football

"We cannot expect everyone to enjoy football or to be interested in art or music and we may expect those who are football enthusiasts to be partial in advancing arguments in favor of the great national game. By the same token we may also expect that the man whose interests have taken him into other fields may be skeptical as to the value of

athletics. There is a place in our life of today for all human activities that contribute to the up-building of society.

"The man who was always a little aloof said: 'Why football? Twenty-two young men chasing each other up and down a field and fighting over a bag of inflated rubber covered with pigskin.'

"And people who are a bit cynical about this game of life say: 'You can't possibly win it. No matter how hard you play, it is futile. Death always swoops down at the last and scores. In the meantime you work and worry, slave and sweat. Happiness is an illusion. Our children disappoint us. In the end we can look back upon many lost motions and wasted worries.'

"And it isn't much use arguing with people who talk that way. People who do like football can afford to be superior and pity the



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other fellow who doesn't know what he is missing."

Several of our readers have complained that the football jerseys worn by the players this year have apparently been defective since holes appear in the sleeves and bodies of the garments. The chances are that the fault lies with the lime used in marking the grid-iron. Lime, of course, will act on wool and sometimes whole pieces of the jersey will drop out. The use of whiting in the place of lime is heartily recommended. In some of our colleges the ground keepers use whiting exclusively and report good results.

One of the Western Conference officials suggests that if the coaches would mark a spot on the five yard lines fifteen yards out from the side lines that it would make it possible for the referee to speed up the games because then on out of bounds plays it would not be necessary to step off the fifteen yards. This is a point worth considering.

The department of physical education at Williams College, Williamstown, Massachusetts, under the direction of Professor Messer reports that 93.8% of the undergraduate body of the college have this year engaged in some sort of athletic activity this fall. The activities include football, soccer, cross country running, baseball, swimming, basketball, wrestling, golf, tennis and track. Seven hundred forty-two men are enrolled in college and six hundred ninety-six have been enrolled in athletics. Six hundred fifty-six of these were in organized athletics and forty in voluntary athletics, which include informal tennis and golf. These figures furnish a striking answer to the argument that is sometimes advanced that it is impossible for a college to concentrate on competitive athletics without neglecting the

interests of the men who are not members of the varsity teams and squads. Under the direction of Professor Messer, Williams College has maintained successful competitive teams and at the same time has successfully administered intramural and formal activities.

Mr. C. W. Whitten, Permanent Secretary of the Illinois High School Athletic Association, has compiled some interesting statistics on Illinois scholastic athletics for the academic year 1923-24. He reports that out of one hundred forty-one schools enrolling from one hundred fifty-one to five hundred pupils, there were two hundred ninety-four organized teams in basketball and one thousand six hundred fifty-nine basketball games were played. Further, thirty-two schools enrolling five hundred one to one thousand pupils maintained sixty organized teams and played five hundred fifty-seven games of basketball and fifteen schools enrolling over one thousand pupils maintained thirty teams, which played two hundred sixteen games. He further reports that more schools in Illinois played basketball than football and his study shows that to date more games are played by each of the basketball teams that are organized than by the football teams.

The Olympic Rugby Champions

(Continued from page 39)

those fine qualities and to the sense of sportsmanship that the game develops!

International contests such as those do more to ameliorate the conditions brought about by isolation, provincialism and narrow nationalism than all the peace conferences that the world's nations can muster. They provide intimate contact, which in turn begets broadness, knowledge and sympathy. Let Americans learn those games already internationalized, and thus promote international conciliation.

Routine Practice for Teaching High School Boys

(Continued from page 17)

speed. Considerable more practice will be necessary from the other side with right-handed boys.

Lastly, players should be able to shoot from a fast dribble. Line them up in an arc out thirty feet, dribble in, step and jump. Practice slowly at first and then dribble in at high speed. Two balls may be used.

Nowadays, deception in the form of feinting has a large part in basketball. The coach should drill his boys in stops and turns by squads, then in side-stepping and feinting, usually with one definite move. Feinting may be used to good effect when passing in from out of bounds, when shooting to draw a guard so as to uncover a team mate, even by a lone guard with two opponents bearing down upon him. After the coach has shown the technique he may practice it in squads.

Question: How is the football rules committee appointed?

Answer: A committee of the National Collegiate Athletic Association nominates members for the various rules committees including football. The N. C. A. A. Convention then votes either to accept or reject the committee's nominations. So far the conventions have always accepted the nominations of the committee. The rules committee thus appointed meets in the winter and makes necessary changes in the rules. The new rules are then turned over to the publication committee of the N. C. A. A. The committee on publications now has an arrangement with the American Sports Publishing Company whereby the latter publishes the association's rules and pays a royalty for the same.

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bringing with it injuries which cause the coach many annoyances.

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The Care of Feet in Basketball

(Continued from page 9)

it, should be opened freely with proper precautions as to cleanliness and the area washed out with an antiseptic. If evidences of the spread of infection are apparent, as when the glands in the groin swell or if the redness is streaky and extends up the leg, the case should pass immediately from the care of the coach to that of the physician.

Following removal of the bleb and the cleaning out of the infected area with antiseptics, the long continued application of dry heat is the best measure to combat infection. The therapeutic light should be played upon the part for long periods and in the interim the foot should be wrapped in compresses wet with alcohol in which boric acid has been dissolved. For less severe cases the mere draining of the wound, covering it with clean gauze and taping over it a "doughnut" or felt circle to prevent pressure on the sore spot, is sufficient. Drainage is the chief need. It is also well to have the boy drink very freely of water and keep the bowels open. A therapeutic light consisting of a tin or sheet iron reflector and one or several incandescent light bulbs, may be made cheaply and should be in every training room. It is useful for many other conditions, especially for applying heat while parts are being rubbed or massaged.

Heel Bruise—"Pounded Heel"

Bruised heels are another bug-bear! Centers and forwards frequently bruise their heels from jumping at the tip-off. The heel possesses an interlaced network of strands of firm elastic and fibrous tissue, which protects against jarring and which is very resistant to injury. Small vessels and nerve endings are enmeshed in it. This natural heel cushion sometimes is bruised so severely from unskilled jumping, that small hemorrhages occur within

it. The nerve ends also are injured by the bruising and are made even more painful by the pressure which results from the swelling. In former days, when the hop-step-and-jump was a common event, heel bruise was very prevalent.

The treatment of this condition first should be precautionary. There is really no excuse for the appearance of severely bruised heels on the team. If the counter of the basketball shoe is built to fit snugly so as to hold the heel of the shoe closely to the foot, side-to-side sway of the foot is eliminated. With the heel held well in place the next precaution is to have a pad of porous cushion rubber, about one-half inch thick and the size of the wearer's heel, glued in the heel seat of the shoe beneath the insole. This, in addition to the rubber heel of the shoe itself, gives almost an inch of elastic material beneath the foot and should render bruising almost impossible. For the past twelve years I have employed these extra heel cushions. Their introduction into the original make-up of the more recent makes of shoes has been a helpful point of improvement.

The actual treatment of the heel when it has become bruised, preferably is by means of dry heat. The heel should be baked in a hot air oven—which, by the way, even the smaller schools can possess, for it consists merely of a tube of sheet iron lined with asbestos and heated from below with bunsen burners. Baking is far more helpful than is soaking in hot water—this, however, is the second choice. Following the application of heat, the heel should be kept tightly bound in adhesive tape.

The tape bandage I find best is a basket weave of strips one-half inch wide and of an average length of seven inches, depending on the size of the heel.

The first strip is a horizontal one. It begins on the side of the foot mid-

way between the ankle bone and the edge of the heel. It passes back of the heel bone around to a point opposite the start. Number two is a vertical strip and passes at right angles to the first. It begins on the side of the foot just between the ankle bone and the "heel cord," passes down under the heel and up on the other side to a point opposite the start. Number three follows the course of number one. It overlaps the latter one-half, towards the under surface and after passing around the heel just beyond the heel cord, is then brought up alongside the heel cord to overlap the first portion of strip two. Strip four is a vertical strip which begins just below the point of the ankle bone and follows the course of number two, overlapping the latter one half. The even numbered strips, 2, 4, 6 and 8 all pass vertically down from the region of one ankle bone, beneath the under surface of the heel, up to a corresponding point near the opposite ankle bone. The horizontal

strips, numbers one to nine, five of them in all, pass around the heel from side to side at first, and then from the sole of the foot just in front of the heel, backward to the vicinity of the heel cord. They all overlap one half and pass at right angles to the odd numbered strips. The fourth horizontal strip, number five, will pass backward in the middle of the heel. When it reaches the heel cord it should be split and one-half of it should pass up either side of the tendon. This type of bandage is much superior to simply wrapping in wide strips of tape, for it prevents "give" in any direction and will permit the use of a foot that otherwise would be comparatively useless.

Question: Where four officials are working should the referee or field judge cover an out of bounds play made after a short run?

Answer: The referee. The field judge is too far down the field.

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A Year's Course in Physical Training

(Continued from page 25)

5. Lunge L. sideward and raise arms sideward—1. Bend trunk forward and move arms forward touching floor—2. Return—3-4. Same R.—5-8.

6. To a seat—fall. (Cross one leg over the other and quickly sit on the floor and place hands on floor at the sides for support).

To a stand—jump.

7. Lunge L. sideward and raise arms sideward—1. Bend trunk L. and place hands in rear of head—2. Return—3-4. Same R.—5-8.

8. Four marching steps forward—1-4. Face L. in four marching steps in place—5-8. Repeat three times (four times in all) on the lines of a square. Same but face R. in the marching in place.

9. Bend upper trunk backward, place hands in front of shoulders and inhale. Exhale. Repeat several times.

Apparatus

Activity.

Development of the side or flank vault on the side horse. Various other vaults.

Alignment.

See illustration 2 Lesson 1.

All exercises are proceeded by a short run. Grasp pommels with outer grip.

1. Jump to a momentary free support with raising both legs high to the left. (The arms are straight and the hips flexed). Same R.

2. Jump and swing legs L. to a side support lying position. Jump forward to a stand. (In jumping to a stand, release L. hand and arch the back). Same R.

3. Flank or side vault. L. (R.). Combine all elements as practiced in 1 and 2.

4. The squat straddle vault. L. The L. leg is straight and the R. squats thru the pommels. Legs come together before alighting. Same R.

5. The front vault L. The body faces the apparatus while passing over. The weight is well over the R. hand. Same R.

Game

Human Hurdle.

Class forms two circles lying prone on the floor with the heads toward the center. Select a leader in each group. On the command "go," the leader rises and starts running around the circle to the right stepping over each other members backs to his place on the floor. All members will follow the leader as soon as the member on the right has passed over them. The circle finishing first wins.

Basketball Offense

(Continued from page 11)

him a free shot for the basket. If his guard stays one-half step or a full step behind he will then be able to obtain possession of the ball and will be able to feed the ball to his team mates coming in fast.

Another form of play using this style of offense is to work the ball out toward the sideline by a dribble and start the play down the sideline by the use of a dribbler and a trailer. The ball is bounced into the man breaking out and he returns a pass to the man from whom he received the ball and pivots toward the inside of the court trying to cut out the guard who is following him out. Now sometimes the guard who follows the forward out will shift over to the player who has received the pass and sometimes he will stop the play. If the player who breaks out has received the pass successfully, will fake a pass to the first man cutting in toward the center of the floor and pass the ball to the trailer who cuts down the outside of the court, this will keep a man between the ball and the defensive player.

Review of Fundamentals

(Continued from page 19)

If one man is doing too much shooting talk to him and tell him that when in doubt he should pass rather than shoot. If this don't work out, absolutely forbid his taking a shot for two or three days but instruct him to pass everytime he gets the ball. If you are troubled with cliques talk to the squad as a whole and tell them you are out to win and you expect them to work as a team and that you can get along without any man who does not enter the game with that spirit.

Don't bluff. Don't say anything that you don't mean. Keep your word, if you lose the best man you have, by doing so. Don't forget your second team. It makes the first team possible. Some men become discouraged if they are kept on the second team. Encouragement for them is the right dope. Some men who show

a lack of fight are not yellow. They may not have found themselves. If they have ability try encouragement and if that doesn't work try to drive them to it. Have their team mates "rougt 'em up".

If your team starts losing, don't get a "brainstorm" and change everything. Study your team and try to discover what is the trouble with their play. Don't add plays; if anything simplify the work. Fundamentals. FUNDAMENTALS. Don't listen to the "wise guys" who know how it should be done. If they knew one-tenth as much as they think they do you would be buying a season ticket.

Keep yourself in condition. If you want your team to have pepper, you must have the "old go" yourself. You are a king when you win and the jester when you lose. Be decisive and thoroughly in earnest, demand respect, but don't be a Simon Legree.



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Pivots, Passes, and Plays in Basketball

(Continued from page 7)

6. Always keep the eyes directly on the ball; at the same time keep the form of the opponent constantly in your visual field.

7. After pivoting, learn to step forward, sideward and backward with the free foot, without throwing yourself out of co-ordination or balance; then reverse turn, keeping the rear or pivot foot in place. Practice these steps again and again.

8. Always pivot away and towards the side line. A good guard is consistently found between the offense and the basket.

9. Learn to use all fundamental passes from the pivot stance. These passes are as follows: underhand pass (both the one-hand and the two-hand); the chest shove or push pass; both direct and floor bounce; the hook pass; the across-the-chest pass; and the shoulder pass.

Many plays conceived with the idea of using the guard to advance

the ball deep into the opponents' territory by combining a pivot and a back pass to a trailer are utilized by versatile coaches.

In Diagram, Page 7, tipping lanes are shown. These imaginary lanes are about $7\frac{1}{2}$ feet in width and extend from the center circle toward the side line. This play is used after smashes, by the offensive guards close in to center, have pulled the defensive forwards close in. The outside lane will then be left wide open. In this play it is taken for granted that the offensive center is controlling the tip.

Center tips ball back and laterally to left guard, who crisscrosses and receives ball high in the air while driving toward his outside lane. After receiving the tip, the left guard dribbles at high speed toward his own goal, keeping about seven or eight feet from the side line. As the left guard comes up the floor, the right forward who has remained spotted in his own corner now



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rushes across under and past his own basket to the opposite corner. He then reverses and comes back towards his own basket, ready for any quick opening that might present itself.

The offensive left forward, after seeing that the center's tip-off goes to the offensive left guard, swings around behind his own center circle and trails his team mate (the left guard) down the right side line.

The dribbling left guard by this time is confronted by the defense and is forced to pivot. He passes to his trailer (the offensive left forward), who breaks off with a dribble toward his own basket and shoots a high, looping arch shot for the basket. The offensive left guard reverses toward the side line and cuts in on the right side of the basket for follow and rebound work.

In the meantime, the offensive center has stepped back and out of his circle and swung down the open side of the court for a pass or for rebound work. He should not be

found at any time standing under or near his basket when a shot is being made. By circling around and driving in, he has far greater opportunity of recovering the ball on a rebound. The left forward follows in hard on his shot, cleaning things out, even if he cannot recover the ball. The right guard follows up the center of the floor just back of the center circle, unless there is a tendency for an opposing "sleeper" to stay back. In this case, he should always stay between the opposing player and the goal. This constitutes the regular four-man offensive, which is often used by various teams.

Question: What is the Central Board of Officials?

Answer: The National Collegiate Athletic Association appropriates \$1,500 a year for the work of the Central Board of Officials, which is a committee whose duties consist of appointing football officials for the colleges in the northeastern section of the United States.



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The Trend in 1924 Conference Football

(Continued from page 5)

revelation in the way of line opening and line plunging backs who used a high short stride and cut back to perfection. Chicago kept the ball away from an opponent packed with offensive dynamite long enough to score three touchdowns and earn a tie game. Chicago only attempted three passes. It was an object lesson in the logic of not wasting undue effort on the pass game if a team has no men naturally equipped for it, but, instead, of going after something else. Teams will not give up the pass game because Chicago did it this year, for a good pass game generally gives a team the edge but Chicago's example is bound to improve a line attack among Conference teams.

There has been no particular change in forward pass tactics. Possibly more teams lead up to it with a bluff play into the line to hold the opposing tackles in and give the eligible men more chance to slip out to the unguarded zones. Also, no such flock of eligible men are sent out as formerly. Two ends and one back were used in the best passes I saw this fall. And, at that the ends were used to engage the defending backs and the back slipped out for the pass. It is getting down to correct timing, accurate passing and a good grabber. Purdue, however, has used a screen pass very successfully and strictly within the rules.

The only distinctive feature of this year's defensive football has been a growing tendency to use the seven man line and the box

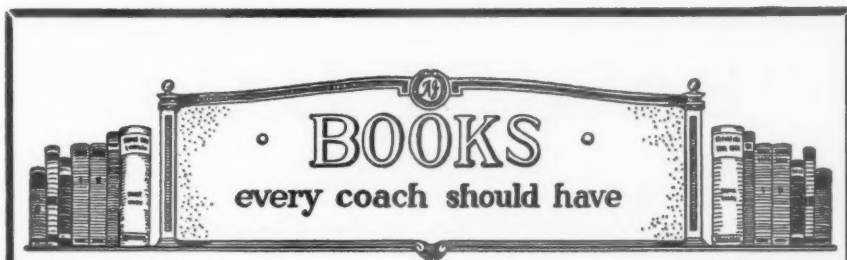
formation of the secondary—the front two men of the latter being rather close behind the defensive tackles. It has proved a good way to stop a team with a strong line attack and no particular pass game. Chicago has been up against this sort of attention, Indiana, Ohio, Illinois in the second half and Northwestern all using it against them. This is being written before the Chicago-Wisconsin game but I believe Wisconsin will also try it. Michigan per custom has used the six man line, except when against a kick formation, and the five man secondary, two of which back up the tackles. It makes a fine pass defense. As usual, no team has perfected a fool proof defense for passes, Michigan perhaps coming the nearest.

As a summary of what I have seen, read and been told concerning this season's football in the Conference the only startling things have been the numerous upsets. There have always been some every year, but never so many as have happened this fall. But that is largely psychological and not for me to discuss.

Is Football in Danger?

(Continued from page 35)

regard for the rules, that love of fair play be considered a virtue and that it be considered worthwhile for men to learn to fight for a cause and to give the best that is in them unselfishly and without stint. So long as we maintain our present ideals of sports football is not in danger and it will continue to make better men not only of those who play it but of those who witness the battles that are fought on the playing fields of America.

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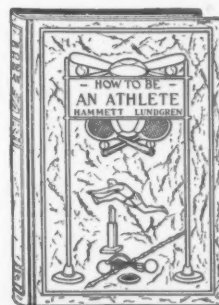
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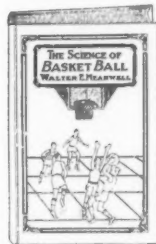
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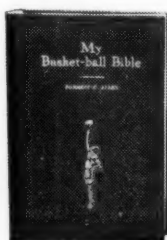
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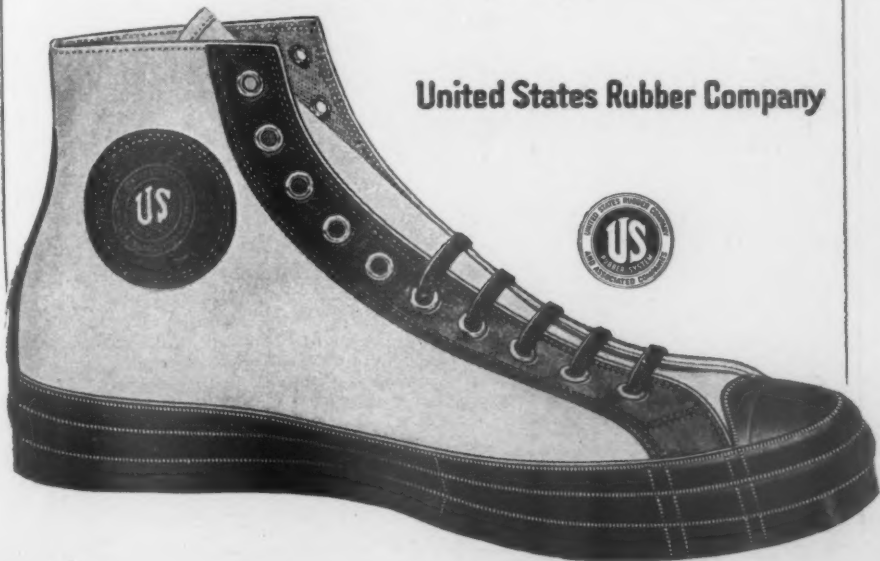
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